The STATE HORNET

VOL. 21, SUMMER EDITION NO. 1 | SACRAMENTO STATE COLLEGE | MONDAY, JUNE 23, 1969

Effective June

Butz designated acting president of Sac State

At the 22nd Annual Commencement at Sacramento State College Friday, June 13, 1969, Dr. Otto G. Butz, in his official role of Acting President, welcomed 1700 graduating students and more than twice as many guests. He also took over the task of conferral of Bachelor's degrees and also the conferral of Master's degrees.

Butz, 46, academic vice president at Sacramento State College, was named acting president of Sacramento State May 28 in an action by the State College Board of Trustees meeting in Los Angeles. The appointment became effective June 1.

Butz, who joined the administrative staff at SSC in the summer of 1967, will serve as chief executive of the 14,500-student college during the period when a committee of faculty members, state college administrators, trustees, and college presidents will be selecting candidates for the presidency of the 22-year old college.

Butz replaces Dr. Robert Johns, who resigned May 15. Johns, who had been head of the University of Montana, became president of SSC in July 1966. Johns was SSC's second president, succeeding Dr. Guy A. West. Butz issued the following statement concerning his appointment:

"I am gratified for the opportunity I have been given to work with the other members of the Sacramento State College campus and with the Chancellor's Office toward the continuing improvement of our regular curriculum and the development of educationally and humanly sound responses to the needs of our students and community. I am aware that as the social and psychological problem of today's changing society inescapably spills over into our campuses, the role of our college president is a difficult one. For in addition to the tensions that must be coped with on the campus itself, there is the even more pressing response of creating better understanding and more mutually respectful relations between the members of the campus and the general public. Both in American society as a whole and on our college and university campuses, our times urgently call for leadership, a sense of complexity, integrity, civility and the application of rational judgement. I will do my best to bring to bear and encourage these qualities on the campus of Sacramento State College."

Butz is a graduate of the University of Toronto, from which institution he holds a Bachelor of Arts degree in political economy. He received a Ph.D. in politics from Princeton University. While working on his doctorate at Princeton, Butz held a fellowship with the Social Science Research Council.

The new acting president has taught at Swarthmore College, at Princeton University, and at San Francisco State College, where he was a faculty member when he accepted the job at SSC.

In addition to a number of scholarly articles, Dr. Butz has edited various writings on current educational and cultural developments.

In 1965, Butz was named an associate of the Danforth Foundation. The Trustees of the California State Colleges awarded him one of the distinguished teaching awards of the California State Colleges early in 1967. Butz earlier served as a member of the statewide Academic Senate of the California State Colleges representing San Francisco State College.

During the past year Butz has moderated a weekly television discussion show called "Think In," for the Sacramento Comstock Club.

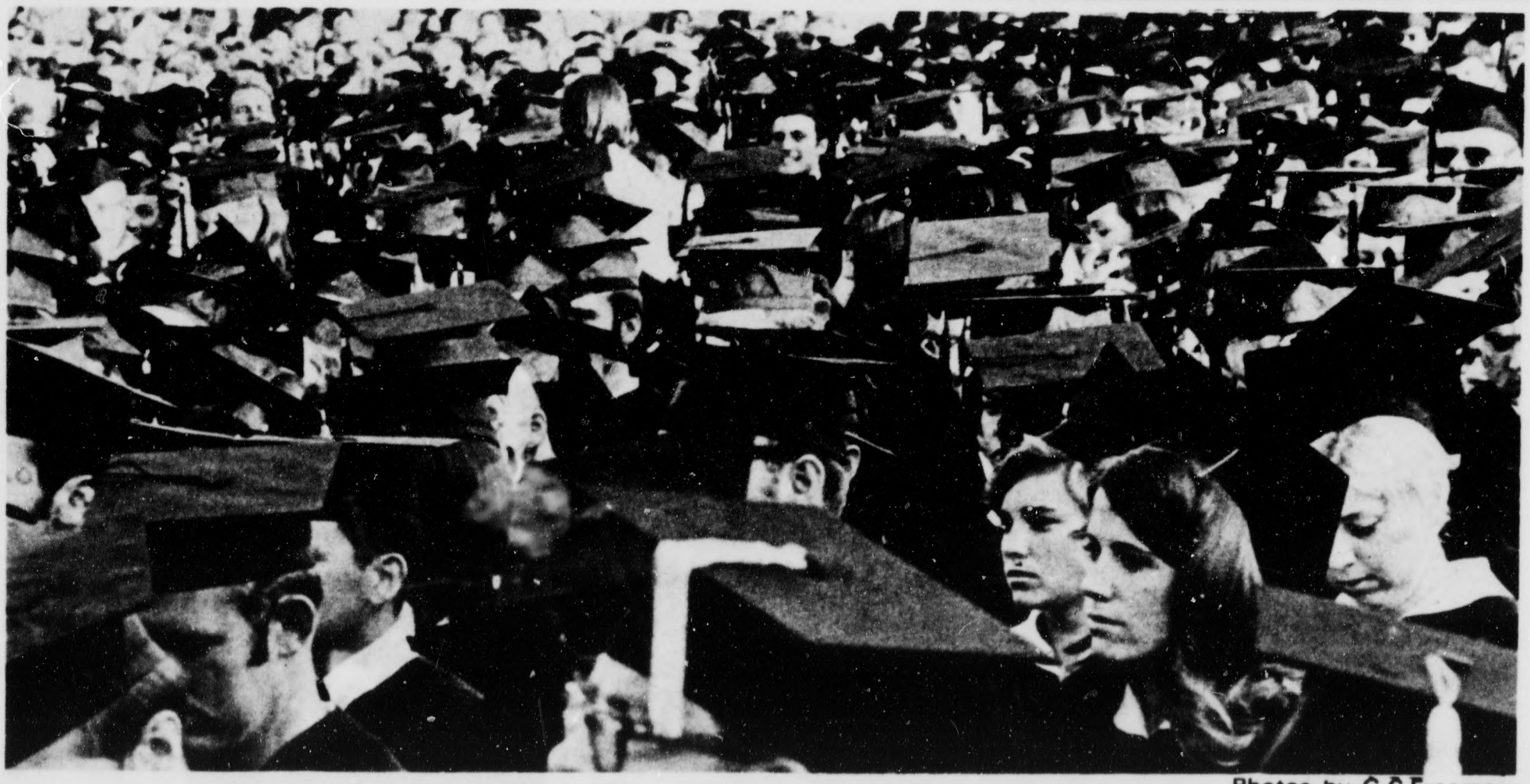
During the two years he has been associated with SSC, Butz has been responsible for a number of educational innovations. It was his suggestion and direction of planning which resulted in the establishment of the Community Study and Service Center at SSC about a year ago. The purpose of the Center, which has been directed by Dr. Darryl Enos, is to provide the research and service facilities of the college for help in solving a variety of community problems.

More recently, Butz has spearheaded the development of an International Affairs Center which will be activated with the beginning of the fall semester, 1969. The Center will be an interdisciplinary center for graduate study, research, and continuing education in all aspects of international affairs ranging from government to linguistics.



DR. OTTO BUTZ WELCOMES GRADUATES AND GUESTS

Registration ends today



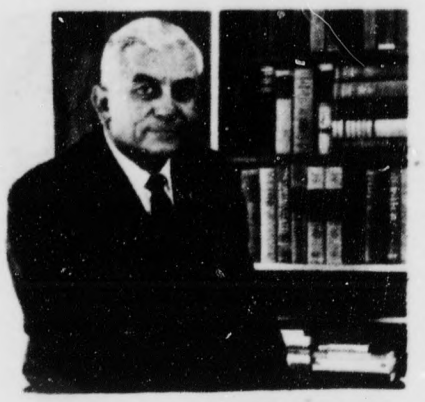
Photos by G.C.Freeman

The Graduates – 1700

Twenty - Second Annual Commencement June 13, 1969 Sacramento State College

Letter To The Editor

Dumke clarifies question of EOP priority



Editor, The Hornet:

The April 22, 1969, meeting between the State College associated student presidents and Governor Reagan received coverage in several student newspapers. With regard to our budget request for Educational Opportunity Program funds, one student publication reported: "...the Governor felt that because the Chancellor's staff had placed a number nine priority on E.O.P. in the budget that he felt obligated to cut the program so that higher priorities in the state colleges could be met."

In the event that your newspaper reported this aspect of the meeting, I would like to clarify the matter of the priority listing of individual items in our program augmentation request, which includes the Educational Opportunity Program.

The support budget for the California State Colleges consists of two parts. The first part provides the basic support for on-going programs and is referred to as the "workload budget." The workload budget extends into the budget year the existing level of support for the total projected full-time equivalent student enrollment.

The second part is the "program augmentation budget." This part contains funding for new programs and for improvements in existing programs which are requested to meet the needs of our colleges in these changing times.

The total support budget receives careful consideration by the colleges, the Chancellor's Office, and the Board of Trustees as to need and priority and is submitted to the State Department of Finance for consideration and inclusion in the Governor's Budget.

On December 14, 1968, the Chancellor's Office communicated to the State Department of Finance a priority listing which included items both in the workload budget and the program augmentation budget. The Educational Opportunity Program was the number one priority item in the "Program Augmentation Budget" of the Board of Trustees. Some misunderstandings have developed about the priority of the E.O.P. because of the transfer of items from the "workload budget" to the "program augmentation budget" by the Department of Finance. The first eight items on our priority list were workload budget items that either remained in the Governor's Budget as augmentations or that had been deleted from the workload budget by the Department of Finance and were included in the priority listing for restoration in the Governor's Budget.

These eight items, by Department of Finance interpretation, became "augmentation" items, even though they were not related to the augmentation request approved by the Board of Trustees; as a result, these items appeared in the augmentation budget ahead of E.O.P., thereby giving the erroneous impression that the Chancellor's Office had given E.O.P. a number 9 priority.

We have repeatedly given top priority to the Educational Opportunity Program, and are continuing our efforts to obtain appropriate funding for the program.

In a November 1968 resolution, which was approved prior to submitting our budget request, the Trustees advised the Governor and the Legislature of its firm belief that Educational Opportunity Programs "...are both a proper and necessary function of all institutions of higher learning, particularly those public institutions established and maintained to serve the citizens of this State. As such, they are worthy of and entitled to the financial support necessary to assure their effectiveness." The Board requested the Governor and the Legislature to support its 1969-70 request for E.O.P. funding and "to act upon it at the earliest possible moment so that adequate advance work can take place." The Board also recommended that "recessary steps be taken to provide funding for the balance of the 1968-69 academic year at a level commensurate with that requested for 1969-70."

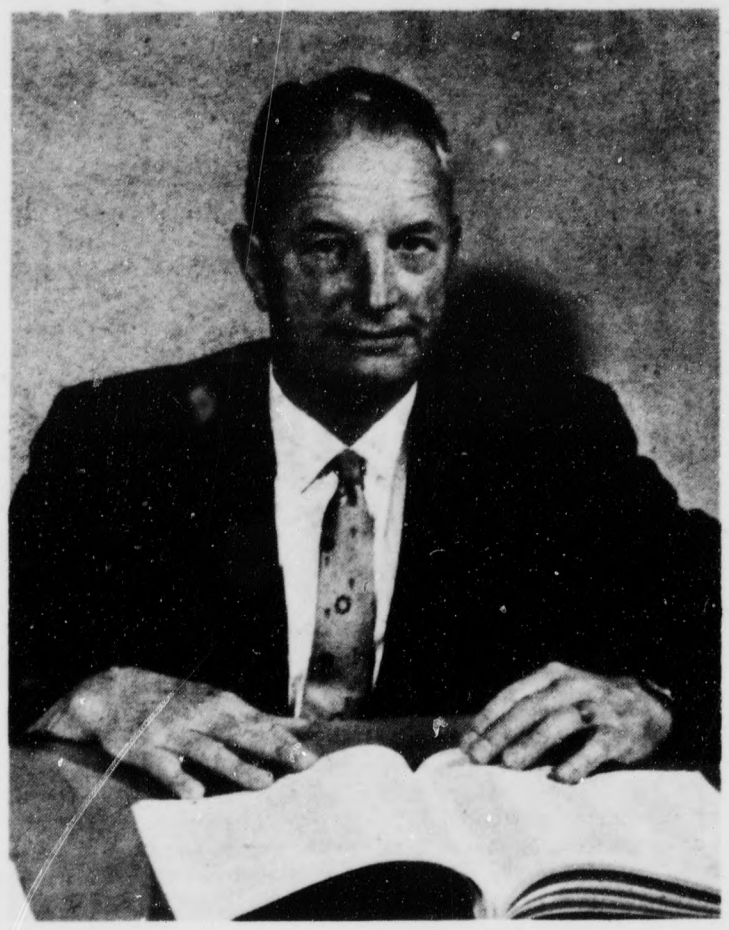
At its meeting on March 12, 1969, the Board once again designated the E.O.P. a "very high priority" project, and voted to resubmit our original augmentation request for more than $2.4 million to the Director of Finance and the Governor for inclusion in the 1969/70 Budget. The Board resolved further that at the same time separate legislation be sought for funding of the E.O.P. This resolution was forwarded to the Department of Finance on March 19, 1969.

A clarification of our E.O.P. request has been communicated to Mr. Caspar W. Weinberger, the Director of the Department of Finance, with a copy to Dr. Alex Sherriffs of the Governor's Office, in a letter dated April 18, 1969.

I appreciate receiving copies of your newspaper and look forward to future editions.

Glenn S. Dumke
Chancellor

Dean says summer program will be "stimulating, rewarding"



Welcome to the 1969 Summer Session at Sacramento State College. During the several sessions, including the Pre-Session June 16-20, the regular Six Week Session June 23-August 1, the Post Session August 4-29, and three Tahoe Campus Sessions July 7 - August 15, together with a number of special off-campus programs, more than 470 courses from over 30 academic areas have been provided to meet your needs and interests.

The Summer Session is a unique, stimulating, and rewarding segment of the College's year-round schedule. It provides opportunity in a concentrated schedule for many of the regular students desiring to accelerate progress toward degree objectives, to lighten the load for the coming year, to make up deficiencies or enroll for courses unavailable in previous semesters, or to take advantage of selected special programs provided during the Summer.

The Summer Session is also characterized with a serious day-to-day approach toward the many objectives of students and is influenced by the fact that well over one half of those who enroll are in post-graduate status in pursuit of a master's degree or other objectives which the summer program has been planned to meet.

All aspects of the program have been carefully planned and staffed by the faculties of the various Departments, Schools, and Divisions of the College even though stringent self-support requirements are required for the Summer Sessions.

We are deeply grateful to have the opportunity to share in offering such a broadly conceived program to you for the Summer and wish to help in any way we can to assure that your summer's experiences will be rewarding and relevant in terms of your expectations and objectives.

H.J. McCormick
Dean of the Summer Session

Vasconcellos proposes new method to cope with campus unrest

John Vasconcellos, Assemblyman, 24th district is one of many legislators trying to find ways to resolve campus unrest, disruption and violence.

Today he proposes some new ideas.

"Recently I indicated the failure of our current approach to campus unrest, disruption and violence, and presented my analysis of why our approach has failed, and why we experience unrest, disruption and violence on our campuses.

Today I propose a new approach -- to greatly increase our ability to prevent campus unrest, disruption and violence.

1. To every citizen: Seek to understand the facts and truths that underlie campus unrest; most important realize <u>you</u> can, <u>you</u> must, involve yourself in resolving it. Don't settle for myths, misconceptions, name-calling and solganeering.

2. Change the composition of the University Board of Regents and the State College Board of Trustees -- to include at least two student members as voting participants on each, and to include a broad cross-section of our population.

3. Reform the structure and governance of higher education, particularly towards decentralization and local control, for greater flexibility, responsiveness and participation by persons right on the scene and most affected by the decisions.

4. Include students on all decision-making bodies on each campus of higher education -- as recommended by the Assembly Select Committee on Campus Disturbances; responsibility is best learned by participating in making decisions that affect a person's own life.

5. Create permanent Student Affairs Advisory Committees -- composed one-half of students -- for the University Board of Regents, the State College Board of Trustees, and the Community College Boards of Trustees.

6. Extend the voting franchise (and civil and criminal responsibilities) to persons 18 years of age and older, to give to our young persons the sense they have power <u>within</u> the system, thru the ballot box, to affect the decisions that affect their lives, and to relieve the sense of powerlessness that leads to frustration, and too often explodes in violence.

7. Greatly broaden (financing, admissions, tutoring) our Educational Opportunity Programs, to give hope and opportunity for those minority persons who will become leaders in their communities.

8. Create ethnic studies departments where requested and appropriate -- so that Third World persons may design education relevant to ghetto life and solving problems of persons living in ghettos.

9. Re-vamp curriculum. Too often the who, what, where, when, how and why of our educational system are hopelessly inadequate, even irrelevant, for our students today. Learning must become relevant to students as human beings, in our time, and for their future.

10. Broadly expand fieldwork in higher educational curriculum, particularly in the humanities and social sciences, so young persons may learn more relevantly, and so their idealism may, thru involvement, help improve society <u>now</u>, and give them a sense of helping <u>now</u>.

11. To Regents and Trustees: Recognize and relate to the human beings who are students -- whose lives you dramatically affect; read broadly about education and the generation gap; individually meet with administrators, and with students (separately) in small groups; don't take your credibility and confindence for granted.

12. To administrators: Open up the lines of communication; treat students as intelligent, concerned human beings; get to know student leaders personally, and consult them frequently.

13. To faculty members: Get out of the shadows, and into the action. Relate personally to your students, to their ability, intelligence, idealism; treat students as human beings; relate to the community at large: go into the community and discuss with citizens and taxpayers the meaning and purpose and value and problems of higher education.

14. To leaders of "the establishment" (especially holding public office, and business and industry leaders): Get onto the campuses -- participate in programs like "Interact" operating at University of California at Davis and pending at University of California at San Diego, and "Project Dialogue"

(Continued on Page 7)

Cooperate with construction

Students are warned that the fences surrounding the construction sites are for their protection. This warning was issued Wednesday, April 16, by Jim Vaughter, SSC's building inspector.

Vaughter said he is asking all persons to cooperate with the construction teams in their efforts to promote safety. He asks that all persons please stay outside of the hurricane fences enclosing the construction sites.



Berkeley Chamber Singers to perform free concert here

A concert of chamber vocal music, including a Mass by Poulenc and Three Chansons by Ravel, will be presented by the Berkeley Chamber Singers in a concert scheduled for Wednesday, June 25, in the Sacramento State College Music Building.

The program, which is scheduled to begin at 8 p.m., will be held in Music Room 151. Admission to the concert is free, and the public is cordially invited to attend.

The original group was formed in Berkeley in 1946 by Iva Dee Hiatt, now director of Choral Music at Smith College. The present group of 17 members will be directed by Alden Gilchrist, choral director, composer and organist. Gilchrist is also the director of music at the Calvery Presbyterian Church in San Francisco.

Gilchrist, who has been conductor of the group since September, 1963, is a noted composer of vocal music. He was commissioned by the internationally known tenor James Schwabacher, to compose a song cycle for the "Voices of Stalingrad," a long poem by James Schevill of San Francisco State College. Gilchrist was the recipient of the Prix de Paris fellowship which permitted him three years of study of musical composition in Paris from 1956-58. The young conductor has also taught at the University of California, Berkeley; at Lewis and Clark College, Portland, Oregon; and at San Francisco State College.

Other numbers on the program include a 15th century Missa de Beata Virgine and a number by the 15th century composer Guillaume Dufay; also Two Madrigals by 17th century composer Claudio Monteverdi and a number of songs by Brahms.

The 17-voice group has been hailed by composer Darius Milhaud as one of the finest small choruses in the nation.

The program is being presented by the SSC Cultural Programs Committee as part of its Summer Cultural Programs Series.

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Battery of art classes set for this summer

Sacramento State College will be the center of creative study and experimentation this summer when the art department under the summer session program offers a series of courses for both experienced artists and beginners.

Drawing and advanced drawing classes will include instruction and practical experience. Classes will be held both inside and outside and students will have the opportunity to use their own creative talents in their work.

Courses in printmaking, lithography and serigraphy (silk-screening) will present an introduction to these art forms and projects will offer experience in their use. Three classes in ceramics are also available to students.

Two courses in art history, Twentieth Century Art and American Art, will study the works and technique of the major artists representing historical periods of artistic expression. Slides and lecture periods will be augmented with at least one trip to a local exhibit in order that students may see actual examples of styles they are studying.

For elementary and secondary school teachers five workshops will include an orientation in and experience with the latest materials available. One workshop will deal with an exploration of three-dimensional materials with small and large groups. Another will work with modeling in clay, salt ceramics, clay dough, paris-craft and instant papier mache. A third course will be an investigation and development of meaningful motivational technique.

Information about the courses and summer session registration materials may be obtained by calling the session office, 454-6101.

Courses offered on teaching the deaf and severely hard of hearing

Among specialized courses being offered by Sacramento State College as part of the 1969 summer session are three designed to instruct teachers in methods of teaching the deaf and severely hard of hearing.

Five or six years ago there was an epidemic of German measles which handicapped many children. These children are reaching school-age now, but there is a critical shortage of trained instructors for them. In Sacramento city schools alone, six or seven new classes will be added to the curriculum this fall.

Dr. Rodger Bishton, head of Special Education at SSC, announced recently that persons holding a bachelor's degree may qualify for a restrictive credential authorizing service as a teacher of the deaf and severely hard of hearing after 30 semester hours of course work in the specialization, plus one year of successful full time teaching of such students in public schools. Beginning this summer, according to Bishton, Sacramento State will provide within the next two years in summer and extension classes, the courses required for the credential to be issued on the basis of postponement of requirements.

Three courses, worth a total of eight semester-units of credit, are being offered this summer. With these eight units, Bishton said, teachers can begin teaching the deaf and severely hard of hearing.

During the regular, six-week session from June 23–August 1, two classes will meet. "Speech Development" is a three-unit course to be taught by Norman Kuhlmann. The class will deal with the initiation and development of speech through breath, voice, articulation, intonation and phrasing. Management of residual hearing through the use of amplification systems and procedures of auditory training also will be demonstrated.

"Language Development," also a three-unit class, will emphasize the development of thinking processes within a verbal framework through speech reading. Special attention will go to the study of language systems, particularly the Fitzgerald Key and Transformational Grammar. Mrs. Virginia Lee will be the instructor for this course.

During the post-session August 1-29, Mrs. Elaine Epling will conduct a course in "Subject Matter for the Deaf and Severely Hard of Hearing." The two-unit class will take a look at reading readiness and reading in science, arithmetic, social studies.

Bishton said the classes will be conducted at several public schools in the area which are offering a summer program for the deaf and severely hard of hearing. Prospective teachers will have the benefit of observing first hand the techniques being discussed and the special equipment which is used.

Enrollment in these courses is limited. Biston indicated that the department expects 25 enrollees. The courses must be pre-registered and paid for by June 20, 1969. Registration materials may be obtained from the Summer Session Office, Administration 220, SSC, 6000 J Street, Sacramento, California 98519 (phone 454-6090).

Night classes at SSC benefit businessmen

Hundreds of business and professional men and women will attend night classes, seminars and workshops at the 1969 Summer Session at Sacramento State College.

During the six-week, regular session which begins today and continues through August 1, and the post session from August 4-29, a totel of 50 evening classes will be offered. This gives any person unable to attend daytime classes the opportunity to study a new field or expand his knowledge of his own.

For businessmen, a battery of management and business-related courses are scheduled. Included are classes in accounting, advertising, investment, production management and marketing. Others will cover financial management, business law, personnel relations in business and managerial economics.

A seminar in business and society and a comparative study of economic systems are courses examining the nature and structure of the social system. Along with these are classes in public administration, the dynamics of political change, the history of American thought, and Soviet society.

The Music Department is offering several night classes, including a study of the filmed versions of great operas, a choral class, and a listener's guide to music. Those interested in social work may take a seminar in the problems of minorities in social welfare or a seminar.

Several night classes are scheduled in the area of speech arts. Effective speech, a broadcasting workshop and a course on persuasion are included. Courses in nursing, the philosophy of religion, and a human relations laboratory are among the many other courses being offered.

Registration for evening courses will be conducted Monday evening (June 23) from 6:30 to 7:30 in the physical education building. Students also may register Tuesday evening at that hour in the Registrar's Office without penalty, provided they register only for classes beginning Tuesday. Permission of instructor is required in that case.

For additional information, contact the Summer Session Office, Administration 220, Sacramento State College, 6000 Jay Street, Sacramento, phone 454-6101.

Masters, term papers, reports, etc. Typed and Edited 422-7847

Registration ends today

Today registration ends and classes begin for more than 470 courses being offered at the 1969 summer session at Sacramento State College. Nearly anyone can enroll in most of the classes without making special application. According to Duane L. Anderson, head of Admissions and Records, high school students who will be seniors next fall may enroll for appropriate courses, provided they have received permission of counselors and school officials.

The summer program opened with a pre-session from June 16-20, will continue with the regular six-week session June 23-August 1, and will close with a post-session August 4-29. In addition, there will be a session at Lake Tahoe July 7 to August 17, plus a number of other off-campus programs throughout the summer.

The regular session, composed of courses valued from one to six semester-units, is the core of the college's summer program. A variety of special interest courses have been planned by nearly all schools and departments, representing over 30 academic areas.

The School of Education is offering a comprehensive program, with many courses functioning in cooperation with local school districts.

Engineering, for the first time in the school's history, has scheduled a number of courses for both upper and lower division students.

Other classes range from a look at the Bible as a historical document in "Biblical Archeology" to an undergraduate seminar in Black literature, from an examination of the new directions in philosophy to a seminar in play production for high school drama teachers.

"Around the 50 States in 80 Days"



LUCKY BEAR! He will not only go over the mountain, he'll go to each of the 50 states. Gary Benedick shows the medallion to I.E. editor Kathy Woodworth.

Gary Benedick, 21, of 2128 Middleberry Road and Carleton Penwell, 23, of 6980 Westmoreland Way, departed on their unique "Around the 50 States in 80 Days" junket Friday (June 20).

After an early breakfast, Benedick, a Sacramento State College junior, and Penwell, a June graduate of the University of the Pacific at Stockton, greeted friends and well-wishers gathered on the Capitol steps for their 9:45 a.m. gala blast off.

A motor cycle escort led the adventurers out of town. These two young men are making the tour in a 1969 air-conditioned Dodge Charger, a courtesy car from Sacramento auto dealer Chuck Swift's "Swift Dodge" Emporium on Florin Road.

The trip is sponsored by the State Chamber of Commerce and other groups and will be financed by part-time jobs and donations from groups, firms and individuals.

Benedick and Penwell believe their trip will be the first time anyone has ever visited all 50 state capitols on one trip. It will involve more than 15,000 miles of travel.

Penwell and Benedick both said, "We intend to promote Sacramento and California on our trip and we will try to communicate what we see and hear when we return."

They will carry bronze medallions celebrating California's bicentennial which will be presented to the governors of all the visited states and to President Nixon.

The journey provides a rigid schedule which calls for the pair to return to Sacramento in 80 days, or by September 8, and includes flights to Alaska and Hawaii. The flight tickets are graduation gifts from the Penwell and Benedick families, and guarantees a visit to all 50 capitols.



CALIFORNIA BICENTENNIAL MEDALLION. This is the medallion which Gary Benedick and Carleton Penwell will present to the governors of each of the states they visit.

Penwell, speaking for both young men said "We think this will be good publicity for young people since the youths who don't cause trouble never get in the papers."

Benedick said that once they decided to make the trip, they wrote letters to everybody — 150 letters to the governors alone, and about 350 all told. They broke up the correspondence into three parts.

The first batch of letters were letters of intention, general information and goodwill.

The second set of letters set tentative dates for meetings, asked for confirmation of the meeting and asked for a date convenient to the host, yet fitting into the travelers' timetable.

The third group of letters were courteous confirmations — "We will be in Baltimore on —" (date specified.) etc.

They also wrote letters to LBJ, Humphrey, Cranston, Murphy, Moss and Agnew. And they received replies from each of these men. Murphy, Cranston and Moss have arranged meetings with them, including a tour of the White House.

Several strangers read of their planned trip and wrote letters to them, inviting them to stay with a particular family in a particular capitol. Benedick and Penwell could not accept all of these invitations, but the first letter was an exception. The Flemming family from Albany, N.Y. were the first strangers to write and offer lodging. Between the time they began the plans for this trip last November and now, the Flemmings were transferred to Atlanta, Ga., but the lodging offer still holds, and the Sacramentans will visit them in Atlanta.

In cities where Benedick and Penwell had no relatives or friends, and lodging was needed, the Chamber of Commerce sent letters to the C of C in those cities to facilitate lodging for the two young men.



THE GOLDEN LAND. The other side of the coin. The medallion graphically portrays some of the abundance which makes California the Golden State.

'Learn, Earn' Passes Ways, Means Committee

In one of the major surprises of the 1969 session, Assemblyman John L.E. "Bud" Collier's AB 75, the "learn, earn and reimburse" deferred tuition bill, came booming out of Assembly Ways and Means in early June.

The vote bringing the bill and its companion constitutional amendment ACA 9 to the Assembly floor was a bipartisan 10-1 with San Francisco's Assemblyman John Burton the only "no."

This is the farthest the deferred tuition bill has been able to progress in four or five years of determined effort by Collier, who displays the tenacity of a bulldog when he gets a bone (or bill) in his teeth.

Capitol old timers recall that Collier labored for his assessment-equalizing "Collier Factor" bill for years before it was finally enacted.

How Collier was able to reconcile the opposition of former years is a mystery at this point. It received only seven votes when nine were needed in Assembly Education in late February, but in early May mustered enough votes in the committee to obtain reconsideration.

Then, three weeks ago, it come out of Assembly Education handily.

At the time reconsideration was granted, AB 75 had been amended only to place administration of the plan with the State Colleges instead of the State Department of Finance.

Typical supporting comments on the plan last Tuesday indicated that some legislators and legislative authorities believe some form of higher education tuition is inevitable.

Assemblyman Robert W. Crown for instance, agreed with Legislative Analyst A. Alan Post that, "if some form of higher education is necessary, this is a good system."

Post noted that some private institutions use the system and Crown observed that "learn, earn" would tend to forestall the imposition of less desirable forms of tuition.

Joining Burton in opposition to the bill were the University of California and CTA.

A UC spokesman said the debt for a university graduate would total $6,000 and opined that this would tend to inhibit prospective students from entering, particularly those aiming for the lower-paying teaching, nursing and social welfare professions.

"Why would it be any different for them than for the higher-paying professions?" Crown asked. "I think," he added, "that maybe it would help the kids to get a feeling about the value of a higher education."

Bill Logan, for CTA, simply stated the association's position against tuition in any form.

Burton, who declared his undying opposition to any form of tuition, suggested that if the "learn, earn" concept were carried into other public service fields, it would require that fire protection, for instance, should be paid for only those who benefit from it.

"If my house doesn't catch fire, I don't pay for fire protection because I don't need it — isn't that what you're saying?" he demanded.

Collier didn't respond directly, but pointed out that those least able to pay for higher education are supporting the bulk of it through sales taxes.

He proposed an amendment, which was adopted, to provide that if a beneficiary of "learn, earn" made a donation to the university or state colleges in lieu of reimbursement, it would be deductible from his income tax.

Comedy classic feature Chaplin, Fields

Classic film comedies by such historical screen figures as W.C. Fields, Charlie Chaplin, and the Marx Brothers, will be featured in a series of six evening film shows at Sacramento State College this summer.

"Never Give A Sucker An Even Break," starring W.C. Fields, will open the Summer Festival of Comedy on Friday, June 27. The program will be held in the Music Recital Hall beginning at 8 p.m.

"Never Give A Sucker An Even Break" was written by Fields himself under the pen name of Otis Criblecelbis. It features such well-known supporting actors of the 1930's as Franklin Pangborn, Margaret Dumont, and Leon Errol. The program will be accompanied by a satirical film on "Crime Control," which is a monologue by writer - comedian Robert Benchley.

Other films scheduled for the series include the following.

Buster Keaton will star in "Seven Chances" in a program scheduled for Wednesday, July 2 in Physics 111. Two screenings will be presented, one at 7:30 p.m. and another at 9:30 p.m.

"Duck Soup," starring the Marx Brothers, will be presented on Friday, July 11 in the Music Recital Hall at 8 p.m.

Charlie Chaplin's "The Gold Rush" is scheduled at 8 p.m. in the Music Recital Hall on Friday, July 18.

On Friday, July 25, at 8 p.m. in the Music Recital Hall, Harry Langdon will star in "The Strong Man."

The series will conclude with "The Gladiator," starring Joe E. Brown. This performance will be screened at 7:30 and 9:30 p.m. in Physics 111 on Wednesday, July 30.

The Summer Festival of Comedy, which is being presented by the Cultural Affairs Committee of SSC, is open without charge and the public is cordially invited to attend.

March K. Fong Commencement Speaker at SSC

Assemblywoman March K. Fong of the 15th Assembly District in East Oakland delivered the traditional address to the graduates at the spring commencement exercises of Sacramento State College.

Assemblywoman Fong, who is serving her second term representing the East Oakland, Castro Valley, and Ashland areas, is a veteran of California public education. She is a graduate of the University of California and holds advanced degrees in education from Mills College and Stanford University. She also is a credentialed teacher, administrator and supervisor.

Mrs. Fong is a member of the Assembly Commerce and Public Utilities Committee and the Assembly Education Committee, as well as being chairman of the Education Sub-Committee on Instruction and Teacher Relations.

Long active in Democratic politics, Assemblywoman Fong served as assistant secretary and as a delegate from California to the Democratic National Convention held in Chicago last summer. She also served as co-chairman of the Robert Kennedy-For-President Committee for Alameda County during the spring of 1968. She served as a member of the State Central Committee for the Democratic Party from 1963-68.

A native of Oakdale, California, Mrs. Fong resides in Oakland with her husband Chester C. Fong, D.D.S. and children Mathew Kipling and Marsha Suyin.

MAGICAL AFRICA

by

Ruth Burke

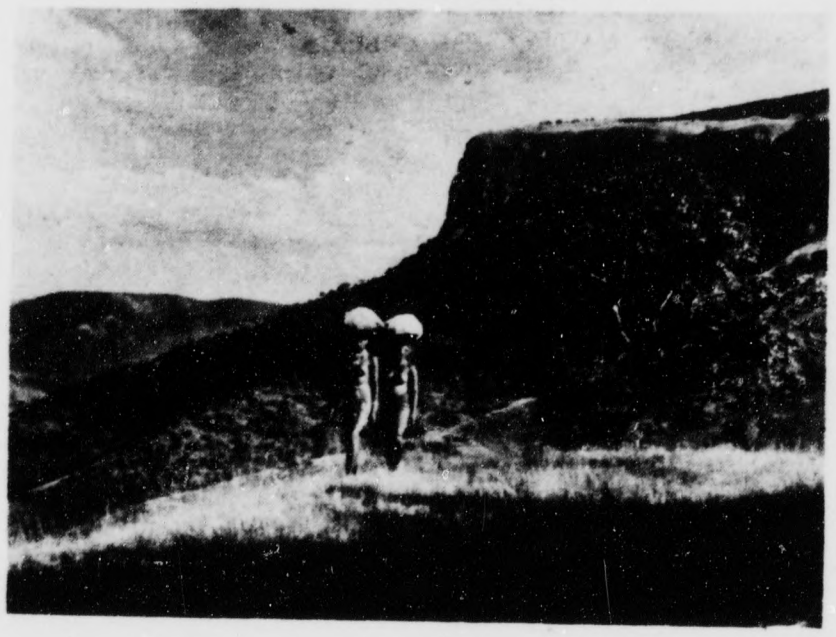
BILL

Black Studies through Education Story, Poetry.

Introducing . . . . Africa

Africa!

The very word itself seems vibrant with hidden mystery . . . excitement, adventure and thrilling possibility. It conveys an atmosphere of magic, white and black, with undertones of spirits inhabiting objects such as trees, stones or animals. This aura of Africa is not easily defined, but it exists ... a mighty and compelling force; one that needs to be explored with deeper awareness of its inherent essence that is difficult to define, but which imparts a richness never mentioned by the Stock Market Journals.



Even the name "Africa" exudes a peculiar fascination, and those who succumb to its attraction find that they possess an attachment to that continent which is not easily severed. Thus Africa has drawn to her shores an increasing number of persons... explorers, settlers, prospectors, industrialists, educators, philanthropists, missionaries and mercenaries. Those who wish to give, and those who seek to get.

The country itself provides such a constant variety of contour, climate and countenance that there is never occasion for enui. It opens endless avenues of interest for everyone... from the children's obvious delight at the antics of the animals, to the professor doing research in archeology, entomology, paleontology or anthropology, to name only a few of the areas offering opportunity to the scientist.

The average man-on-the-street has to be content with being an armchair explorer, getting most of his information secondhand.

Fortunately, it is possible to gain a great deal of knowledge this way. Most of my information I have gleaned the hard way.

In the early '90s when my maternal grandparents went to Africa it was vastly different from the Africa of today. They travelled in a covered wagon which Grandfather had built himself, drawn by donkeys. These stalwart, stubborn little creatures were the only animals available at that time. Bridges were non-existent and roads were not much more than foot-paths or rough tracks.

How different it is today with modern cities, air transportation and paved roads, beautiful bridges and service-stations that actually have rest-rooms! In my own life-time I have witnessed such amazing progress that it is almost incredible that a continent could change with such great rapidity. With the awakening forces of Independence much of Africa is in a fluid form with new ideologies and influences rapidly replacing older, traditional ways. There is much in the modern that is beneficial to Africa, but there is also the danger that a banal pseudo-sophisticated culture will supplant a cultural heritage that is rich and beautiful. With the introduction of mass-produced plastics it is easy to lose the skills of hand-wrought objects that have been passed down for many generations.

Black beauty has never been fully appreciated until the recent renaissance of interest in Afro-American history. With this growing awareness and identification with his cultural heritage in Africa, the Negro needs to know and understand Africa more thoroughly. The white community also needs to learn to appreciate African Art and Culture besides developing insights into African History.

Pre-History: Africa, the Cradle of Life

It is inevitable that a continent the size of Africa would contain mysteries, enigmas and archeological evidences that are astonishing the entire world. Until recently Egypt and Ethiopia have been the most famed of ancient civilizations in Africa and most archeological excavation has been centered in Egypt.

Recent discoveries in Africa have brought to light the fact that the history of Africa goes back long before the era of Egypt and the Pyramids. Evidence uncovered by Dr. L.S.B. Leakey in the Olduvai Gorge in Tanzania, on the Serengeti plains has revealed the fossil remains of the earliest stone age near-man, known as the Australopithecus africanus. In the book "African Genesis" the author, Robert Ardrey says: "The Olduvai Gorge offers an almost continuous record of the human experience, a million years long, from the opening of the Pleistocene to the most recent past."

"The Olduwan culture has long been recognized as the oldest well-authenticated stone-age culture so far known in the world," Dr. Leakey informs us in his book: "The Progress and Evolution of Man in Africa." He goes on to state that "Africa's first contribution to human progress was the evolution of man himself."

During the Middle Pleistocene epoch it seems that waves of migration carried hand-axe culture from Africa to Europe as well as to some parts of Asia. Europe has also been considered for many years as the birthplace of the concept of art. This is because the evidence of artistic endeavor in France during the Upper Palaeolithic times and during the Chatelperronian culture to the Magdelanian period is more prolific. Whereas Africa cannot challenge Europe, yet there is evidence that early man during the Chellean 1. era was transporting quantities of red ochre for many miles to his home.

Another important contribution to the progress of early man in Africa was the manufacture and perfection of the spear-head made of stone. This appeared in Europe and Asia at a much later period. Prior to this is evidence of the use of bolas in hunting which also meant the capture of larger animals. The results of this greater efficiency in hunting is revealed in the deposits of bones on his living floors.

Archeology has also uncovered that the the earliest metal works ever discovered have been found in East Africa. Crude iron is still smelted today in remote areas and the resultant metal is formed into spear-heads and adze with primitive bellows and tools.

Geological and climatic changes have been responsible for tremendous variety in the contour of Africa. There is also a theory that at one time the continents of the Americas were joined to Africa. Who knows? What we do know is that Africa is as old as time . . . 20,000,000 years ago there were forests of such gigantic proportions that the coal produced by these forests is creating power today for a mighty thrust into the future. The miracle of gold, diamonds, copper and other natural resources so vital to man today have come into being through forces far beyond our comprehension.

Although there have been astounding discoveries already made, there is much that is still unanswered. With Africa's desperate need for education and development there is very little money available for research. A few intrepid people like Dr. Leakey and Prof. Dart have spent a lifetime delving into the past, who knows what will turn up in the future!

The following is the African National Anthem composed in Xhosa by Enoch Sontonga in 1897:

Nkosi 'sekelele iAfrika,
Malupakam' upondo lwayo;
Yiva imitandazo yetu,
Usisikelele.
Woza Moya, Woza Moya
Woza Moya Oingcwele.

Lord, Bless Africa.
May her spirit rise high.
Hear Thou our prayers and
bless us.
Descend, O Spirit,
Descend, O Holy Spirit.



The Song of Zululand

Zululand, oh land of aloes, palms and sugar cane;
Zululand, of mountain passes, high and steep terrain;
Zululand, with nestling huts on sunny slopes;
Velvet grass of Zululand, stay green to guard our hopes.

The mountains echo and the hills resound;
The trees are whispering, and their sighs abound;
The birds are singing high above the ground
In Zululand, where skies are blue.

Zululand, where brown eyed babies play in loving arms;
Zululand, where mealies plenty grow on hillside farms;
Zululand, where cattle, grazing by the stream, eat
velvet grass of Zululand, so lush and softly green.

Blow softly, zephyrs, from the highest steep;
Your fragrant blossoms for us ever keep,
In love and safety may we ever sleep
In Zululand, where skies are blue.

Zululand, may peace forever guard your sunny shore!
Zululand, may God protect your glory everymore!
May you reap a harvest rich and plentiful,
Zululand, Oh Zululand, may God protect you still.

Original plays featured in summer drama

Original scripts from England, New York, and the western United States are among those which have been submitted so far to the Drama Department at Sacramento State College for consideration as part of its summer stock program.

For the sixth year in a row, the Drama Department at the college will offer both experienced drama students and interested novices a chance to work in all areas of the theater while helping to stage a series of three original plays.

According to Robert S. Smart, professor of speech and drama, the first-run nature of the plays will allow the students and professors a freedom to experiment with and polish up plays in production depending on their acceptance by summer audiences.

Running in conjunction with the SSC Summer Session program, the dramatic productions will recruit workers from a series of drama classes offered for credit at the college. Besides two sections entitled "Introduction to Theatre," which are general survey courses of all phases of the art and are open to anyone, the program includes a number of specialized classes.

A theatre workshop will train students in stagecraft and techniques of production and will actively participate in the staging of summer stock plays.

Two sections in rehearsal and performance are designed to allow the play performers credit for their work in the form of two semester-units.

A specialized class in directing for the arena stage will deal with the problems of working with theatre-in-the-round.

Finally, there will be a class for high school drama teachers which has been planned for those having a maximum number of students and a minimum of facilities. Students enrolled in this course will not be required to work in the summer stock productions but those who choose to do so will be used primarily in performing spots.

Those enrolled in any class will have the option of working on the three plays. Besides these students, however, the program is open to anyone interested in participating. Smart stated that those who want to work will serve intensively for the entire six weeks of the Summer Session program and while the plays are in rehearsal.

Smart said that plays are still being accepted for consideration. So far, he explained, those submitted have been rather avant garde but he would like to see all forms, including traditional drama, comedies and musicals. Plays by students are always welcome, he said, and in the past, six or seven works by SSC students have been produced.

Smart stated that the SSC program for original plays is somewhat unique in the area. Although several colleges produce one or two originals during the course of a summer, most include "smash" plays in their schedules to draw larger audiences. At SSC, however, an inormal program and the original scripts offer much more freedom to experiment.

Information about the drama program and the theatre classes may be obtained by contacting the SSC Drama Department or by calling the Summer Session Office, 454-6101.

Economic Opportunity Program success at State

The Educational Opportunity Program was established last spring by college students and faculty members under the direction of Dr. E.L. Klingelhofer. In September 1968, fifty-four students were admitted Sacramento State College under the provisions of the Educational Opportunity Program. Another twenty students were admitted to the program in the spring of 1969.

With the fall registration the students were assigned to faculty advisors who had volunteered to work intensively with participants. All EOP students enrolled in the regular general education classes and they were provided with a tutorial center.

The students here at SSC were helped educationally in four ways. Freshman students who did not qualify for admission, took a 6 1/2 week pre-college readiness program last summer. This program was manned by volunteers who devoted two hours per day to individualized training in language and communications, college familiarization, encounter group work and art workshop experiences.

The EOP methods vary in the different colleges and since they are a relatively new phenomenon, conclusive evidence of the success of different programs is unavailable at this point. At Sacramento State, however, fifty-one of the fifty-four students have continued into the second semester and their level compares favorably with that of the average SSC student.

Since the admissions office was impressed with the success of the EOP students this past year, the program is to be continued for the school year of 1969-70.

Dr. Klingelhofer has now turned the program over to the newly appointed director, Francis G. Navarrette and his assistant Bill Mitchell. These two men will assume charge of recruitment of applicants for the EOP and the responsibility of seeking financial assistance for those students selected for the 1969 fall program. Navarrett's office will also provide such educational support services as summer orientation, class programming and tutoring after the students are enrolled here at the state college.

The number of students SSC can accept into EOP for the 1969-70 academic year depends entirely upon the amount of money that can be raised for their support. Federal and state funds for these programs have been drastically cut. A fund raising drive "Operation Plus" has been launched in the community under the direction of Harry Shoup, but other fund raising procedures will be necessary to keep EOP going. The estimated costs for the coming year are $1600 per student. The EOP program needs all the help that they can muster from faculty, staff and students including financial, teaching, housing and tutorial aid.

The Educational Opportunity Program provides this financial and educational assistance to students from low income and minority groups that have been poorly represented in our colleges. In its first year of operation, the financial aid furnished to EOP participants here at SSC has amounted to approximately $80,000 with all of the funds raised being funnelled directly to students with no administrative costs being assessed.

Cultural calendar

FATHER WILLIAM DUBAY in PHYSICS 111 June 26
CONTROVERSIAL PRIEST, WRITER AND SPEAKER 11 a.m.

ROBERT PETERS
Poetry Reading in PHYSICS 111 June 30 11 a.m.

CONVOCATION: SHAWL ANDERSON DANCE COMPANY WILL PRESENT A DEMONSTRATION AND NARRATION
In Music Recital Hall July 11 11 a.m.

CONVOCATION: JAMES CASS (EDITOR, EDUCATOR AND AUTHOR)
In Men's Gym July 22 10 a.m.

LIBRARY HOURS SIX WEEKS SUMMER SESSION

Monday through Thursday	8 a.m. to 9 p.m.
Friday	8 a.m. to 4:30 p.m.
Saturday	9 a.m. to 1 p.m.
Sunday	Closed

BARBARA PARCHER, SSC COED REPRESENTS U.S.

Sacramento State College gymnast, Barbara Parcher, will be traveling with Joyce Tamac of Washington, Kathy Gleason of New York, Terri Spencer of Illinois, and Sarah Brumgart of Connecticut on a tour of Europe and the Far East for seven weeks, which is being sponsored by the U.S. State Department.

The team will depart from Washington D.C. on July 14

Summer session offers varied music program

With a program ranging from blues to the opera, Sacramento State College will offer a series of courses for the musically inclined during its regular six-week summer session.

Both upper and lower division courses have been scheduled to orient and train those who enroll in evaluative and performing skills. One course which is always popular with all ages is a class in piano for beginning students. Valued at one semester-unit, it meets daily for one hour and calls for additional practice time to be arranged with the instructor.

Evaluation and appreciation of many phases of music will be covered by a total of five different classes. One of these will focus on film versions of great operas, giving consideration to a comparison of the various musical styles and structures, the libretto and its sources and the composer.

For those interested in perfecting their performing skills, two sections of music laboratory for both orchestra and chorus have been planned.

As an aid to the education department, there will be several workshops for elementary and secondary school teachers. These will study the materials and methods used in music education in all age groups and the best way to develop a progressive plan for music appreciation in children. One special workshop will acquaint high school band instructors with new and innovative techniques in organizing marching bands. Another workshop will focus on jazz and the stage band. For information call 454-6101.

Songsters, yell leaders named

Songsters and Yell-leaders for the 1969-1970 season have been elected. The following were selected after try-outs.

Yell-leaders: Linda Caruso, Gordon Spicer, Sheila Hallisay, Craig Willison, and Lauree Martin.

Songsters: Patrice Bingham, Candy Gardner, Karen Headrick, Marcia Khan, Carol Leidy, and Susan Sandor.

Optimism is the true philosophers' stone, which turns to gold everything it touches.
Jean Etienne Chaponniere

SUMMER SESSION

CREDENTIAL COURSES FOR DRIVER EDUCATION-TRAINING

Both classroom and driver training programs must be taught by a teacher who holds an authorizing credential (E.C. 18252.1) and in addition has completed a minimum of six semester hours of work in safety and driver education-training or has temporary approval from the Department of Education in lieu of course work (E.C. 18252).

Non-credentialled teachers, in order to be re-approved to teach in September, must complete some course work prior to the beginning of the regular school year. In order to meet the needs of teachers of the region who find it necessary to meet re-approval requirements for Fall and also to proceed toward full credential status, two additional courses have been scheduled for the 1969 Summer Session:

SIX WEEK SESSION

Health & Safety Education 101, (course code 0502), Driver and Traffic Safety Education I (Secondary School Driver Education), 3 units, June 23-Aug. 1, 1969, MTWTh, 7:45-9:30 pm, Branson, BA-210.

Health & Safety Education 102, (course code 0504), Driver and Traffic Safety Education II (Secondary School Driver Training), 3 units, June 23-Aug. 1, 1969, MTWTh, 5:30-7:15 pm, Parks, BA-210.

POST SESSION

Health & Safety Education 100, (course code 0500), Foundations of Safety and Accident Prevention (General Safety), 3 units, Aug. 4-22, 1969, 8-11:00 am, daily, Meister, BA-204

Registration

Advance registration, including payment of fees, is required. Use this form or phone (916) 454-6101 to request that registration materials be mailed. Reservations made as completed registration cards and fees are received at the College.

Enrollment Application

Mail to: Summer Session, 220 Adm. Bldg.
Sacramento State College
6000 J Street
Sacramento, CA 95819

Please send me registration materials for the Health & Safety Education courses checked.

Name _____

Address _____

City/State _____ Zip _____

Check	Course	Fees
___	HSE 101 (0502)	$141.00
___	HSE 102 (0504)	
___	HSE 100 (0500)	$73.50

Please send check with completed registration cards. All courses subject to class size adequate to meet summer session self-support requirements.

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Campus survey shows drug users a minority among college students

The great majority of college students say they have never used either marijuana or LSD — and don't intend to. Most also disapprove of sexual promiscuity and adhere to traditional religious beliefs.

These are some of the major findings of a nationwide survey of student attitudes toward American institutions, and of their values and beliefs. It was made at colleges and universities, large and small, public, private and religious.

The survey was commissioned by Standard Oil Company (New Jersey) and was made by Roper Research Associates. Although focused on male seniors in accredited four-year colleges and universities, it includes, for comparative purposes, smaller but similar surveys of freshmen and alumni of the Class of 1964. In general, the three groups — freshmen, seniors and alumni — held similar views.

Students' actual experiences and attitudes toward such matters as drugs, sex and religion differ sharply from some popular impressions. On these subjects students were asked to fill out a confidential special form. This was returned to the interviewer in a sealed envelope to avoid possible embarrassment and to ensure frankness. Less sensitive subjects were surveyed by verbal interviews.

Only 24 per cent of all seniors, for example, have ever tried marijuana. A majority of these have used the drug two or three times at the most. Only nine per cent of the students described themselves as occasional or frequent users. LSD has been used experimentally by a very small number of seniors — 3 per cent.

Students who are highly critical of American society and those active in student political movements are more inclined to use drugs than others, Jersey Standard's study shows. But, even in this group, occasional or habitual users are a comparatively small minority.

Although most students have not used drugs and show no interest in them, there is considerable feeling that marijuana laws should be liberalized. Almost half the seniors think the sale of marijuana should be made legal but under controls such as with liquor. The same does not apply to LSD; only 7 per cent would legalize its sale.

Freshmen agree with seniors in their attitudes toward both drugs. Alumni, however, take a harder line. Proposed legalized sale of marijuana is opposed by 66 per cent of graduates; of LSD, by 94 per cent.

if the supposed "sexual revolution" is really occurring on the college campus, Roper Research Associates found little evidence of it. Far from being promiscuous, most freshmen and nearly half of the seniors say that they are either opposed to pre-marital sexual relations or believe they should be limited to women they expect to marry.

Two-thirds of the unmarried seniors and half the freshmen report having had sexual experience. The seeming contradiction may arise from the fact that the experiences of a number of respondents were related to the women they expect to marry. Less than a third of the students approve of casual sexual activity.

Concepts of religion vary, of course, with the individual, but a majority of the students and alumni might be called religious. Most expressed a belief in God as either a Supreme Being or a governing force that guides the universe.

God was defined in four different ways in the study. Students were asked to select the description that best expressed their views. The largest number of seniors — 33 per cent — chose the most orthodox definition, "the Supreme Being who rewards and punishes."

Only 8 per cent of the seniors said they belonged to no religion. Freshmen are stronger in their beliefs than seniors; alumni, less so. This would seem to indicate some lessening of faith with the passage of years.

Organized religion, as distinguished from personal religious beliefs, comes in for considerable criticism from students and alumni alike. Only a minority considered it "a constructive movement responsive to the needs and mood of the times." A large majority think organized religion has only recently begun to "get with" the times or is still badly out of touch with society's current needs.

There is some indication that students' moral opposition to the Vietnam war may not be as widespread as generally supposed. This showed up when the seniors were asked to give their views on military service and the draft. Although about a third of the students expect to go into military service right after graduation, almost the same number will try to avoid it — 25 per cent by legal means, 2 per cent by any means, including going to jail if it comes down to that.

Of the anti-draft group, only 29 per cent specifically cited the "immoral war in Vietnam" as the reason for their aversion to military service. A majority's reason: "I have better things to do." By "better things," they presumably referred to graduate studies or the pursuit of a chosen career. The others said frankly that they didn't want to get killed.

The survey also tends to deflate another popular impression — the prevalence of the so-called "generation gap." Fully two-thirds of the freshmen and seniors reported that they and their parents agree on most things.

The Roper study, which sampled attitudes of 1,000 seniors, 500 freshmen and 673 alumni from 96 colleges and universities in all parts of the country, was initiated in the spring of 1968 when campus unrest was attracting increasing attention.

A great deal was being written and said about students' attitudes, beliefs and grievances, but little was really known. Standard Oil (New Jersey) commissioned the survey as a public service to obtain the actual facts. The interviews were made during the winter of 1968-69.

Jersey Standard was not identified as the survey sponsor prior to the interviews so that respondents' answers could not be affected by knowledge of the client.

Scholarship boost

A measure which would double the number of state scholarships available, AB 1248, by Assembly Speaker Bob Monagan, has been approved by Assembly Ways and Means.

Commencing in 1970-71, the number of scholarships would be equal to 4 per cent, instead of 2 per cent, of the number of graduates from California high schools for the preceding year.

"No man was ever so much deceived by another as by himself." Greville

Vasconcellos proposes . . .

(Continued from Page 2)

the University of California at Berkeley.

15. To "adults": Don't be part of the silent, apathetic majority: involve yourself personally in searching out positive alternatives; visity the campuses; invite students into your homes, service clubs, chambers of commerce, unions, bridge clubs, parents' groups, don't talk at students, don't talk to students -- talk with students; don't just listen passively, but listen actively, to them and to what they are trying to tell us.

16. To students: Mobilize peacefully; channel your commitments, your ideals, into peaceful, nonviolent, missionary tactics; take your message to "adults" in our society: ring their doorbells, go to their service clubs, unions, churches, every group; engage them in dialogue, one-to-one and in small groups; persist until there results some openness, some understanding, some acceptance, some reconciliation; don't heighten the fear that separates us one from another, seek to reach and touch the humanness that unites us one with another.

17. To everyone: break the circle of force -- break the cycle of escalation; have faith in ourselves, in each other, even in our system -- which is as good as you -- and I -- make. It takes a lot of faith to live in a free society -- we've got to believe again.

18. Explore the proposals by "Look" magazine Senior Editor George Leonard in "Beyond Campus Chaos -- A Bold Plan for Peace" in the June 10th issue of "Look" -- for policy reforms in admissions, courses, lectures, exams, grades, buildings, war work, curriculum, open learning, research, communications, and ceremony.

No one person, and no one approach, can promise simple or quick answers or peace for we've generated so much change in our society, with technology and affluence and education and mass media -- that our times are bound to be turbulent with adjustment.

The above approach isn't guaranteed to provide all the answers -- but at least it asks the right questions -- a healthier foundation than we have so far utilized.

We've got to appeal to the best -- not the worst -- in each other. With trust and faith in each other; with a recognitiona that as human beings we all have more in common than we have in conflict; with an openness to each other and to change, and to searching together for pearceful resolutions of our difficulties -- we can minimize our problems, and maximize our potential -- to really build a society in which each man and woman is free, has equality of opportunity, good education and housing and medical care. The elimination of poverty and prejudice are within our grasp -- if we but bend ourselves, lend ourselves, to its attainment.

We stand on the threshhold of a magnificent future -- if we don't scare ourselves to death, if we don't kill each other off. A nation don't kill each other off. A nation, a future, of real freedom awaits us, beckons us - if we do not run from it, if we do not seek escape in some prior time.

It is the task, the responsibility, of each individual himan being living in California to involve himself and herself generously in our search -- for only if each of us gives ourselves to our commom struggle, will any of us find peace in our times.

I invite each Californian to join me in our search.

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Controversial Priest DuBay will speak at SSC Thursday

Father William DuBay, controversial priest, speaker and writer, will appear on the SSC campus Thursday, June 26, at 11 a.m. in the Physics Building, Room 111.

His topic will be "Social Crisis and Religious Change."

Father DuBay is sponsored by Cultural Programs Committee.

In 1967 he was appointed director of the VISTA Training Program in Los Angeles, a role which allowed him to further expand his contacts with young people, social revolution, and the problems of the California ghettos.

In 1968, while completing his new book, "The Secular Church," he worked with the State Parks System developing a wilderness educational program.

Father DuBay continued to be a symbol of the growing dissent and change within the Catholic Church. Articles about him continue to appear in LOOK, LIFE, TIME, NEWSWEEK, ESQUIRE, and RAMPARTS. Some typical comments about his work and the position he has taken include "Thank you for again speaking the uncomfortable truth." -- Rev. Malcolm Boyd; and "His proposals make the reforms of the Vatican Council look like child's play." -- The Detroit Press.

Father DuBay still considers religion the capital concern of his life. "Religion has always played a part in changing the social scene," he says, "as well as keeping it going. It never allows itself to be used merely for the legitimation of social structures, but always points out the ephemeral notions on which society is based. For that reason, religion is becoming more important than ever in helping people to accept the change and chaos of our time."

Father DuBay was born in Long Beach in 1934. After attending public school, he entered Los Angeles College Junior Seminar at the age of 13 to begin preliminary studies for the priesthood. He received his B.A. in 1956 at St. John's College in Camarillo. After four years of post-graduate work in the theological controversies of the 17th century, he was ordained in 1960.

Soon after his first assignment as assistant pastor in Northridge, he began his writing career publishing articles on the problems of religious education and Church reform. As a result of his civil rights activities he has transferred to La Canada and then to an integrated parish in Compton. There he became active in community organization as a member of the Compton Welfare Planning Council. Through his efforts, the Nestor Neighborhood Association was formed. It achieved significant results in changing community services.

In June, 1964, Father DuBay openly attacked the Church's failure in the issue of fair housing by openly calling upon Pope Paul VI to remove Cardinal McIntyre from office as Archbishop of Los Angeles. His letter to the Pope read: "Cardinal McIntyre has perpetrated inexcusable abuses in two areas: he has failed to exercise moral leadership among the white Catholics of this diocese on racial discrimination; and he has conducted a vicious program of intimidation and repression against priests, seminarians, and laity who have tried to reach the consciences of white Catholics in his Archdiocese."

The publicity and controversy that followed this action did much to clarify the function of religious institutions and the rights of clergymen in the social and political issues of the day.

As a result of his statement, Father DuBay was transferred to Anaheim, and then to Santa Monica where he served a year as chaplain of St. John's Hospital. In February, 1966, on the occasion of the publication of his first book, The Human Church (Doubleday), he delivered a paper at the Center for the Study of Democratic Institutions proposing collective bargaining as a solution for the crisis among U.S. Clergymen. The resulting publicity drew a suspension from the assignment by Cardinal McIntyre. Father DuBay immediately contested the grounds of this action and a trial is still pending in Rome.

The Human Church received more critical attention than any other religious book published that year. John Cogley wrote in the New York Times: "A book of less than 200 pages but packed tight as a walnut was published yesterday by Doubleday... The priest has capsuled his suggestions for the Roman Catholic Church in five points. He describes as his central goals: recognition that priests have civil liberties; subjection of Church administration to clearly defined laws, with adequate due process to establish juridical equity between the individual and Church authority; recognition that a vow of obedience does not remove the obligation of the Christian to act in accordance with his conscience; recognition of the priest's right to organize; and protection of the priest's "prophetic role" in keeping the Church relevant to the times.

Father DuBay then served as a religious consultant for Synanon Foundation. In October, 1966, he opened up the offices of the American Federation of Priests in Santa Monica which served as a center for the organization of priest associations across the country. During this time he continued to publish and lecture widely across the country and in Mexico and Canada. His articles appeared in Commonweal, America, Catholic World, Jubilee, Worship, Saturday Evening Post, Changing Education, American Teacher, Christian Century, National Catholic Reporter, and many others. Always well received on campus, he often conducts seminars on consciousness expansion, meditation, and religion.

Are grades passe? Goodbye GPA

Proposals that could radically revise the grading system at Sacramento State College, and possibly abolish letter grades entirely, will be voted on by the faculty of this college on May 12th.

According to Robert Donaldson, Chairman of the Academic Senate, the faculty will be asked to vote to indicate their preference of three proposals.

The first proposal would eliminate letter grades entirely. Under such a system, the instructor would grade the students by reporting their performance as being in one of five categories.

The highest "grade" would be "honors", which would roughly correspond to the present "A" and "B" letter grades. Students who did work below this category, would receive a "credit" designation. This would indicate that the course was complete satisfactorily, and is intended to eliminate the substandard "D" grade.

Students who did not complete the course in a satisfactory manner would receive only a "no-credit" grade, which would not then reflect on their grade point average.

In addition to the ratings of "honors," "credit," and "no credit," the student could also be given a "no grade reported" rating. This, according to Donaldson, would be used primarily for administrative purposes. The final category would be a rating of "thesis incomplete." This would apply to students who have not yet turned in a thesis that is required for the completion of a course.

The second proposal is similar to the first in that it would substitute the terms "credit" or "passed" to indicate satisfactory completion of a course. Under this proposal, however, the present letter grades of "A," "B," and "C" would be retained.

The new ratings would only be used to show that a student had passed the course in cases where his performance was below what is now considered the "C" level.

The reason, again, is to eliminate the effect of "D" and "F" grades on student GPA's. In addition to the substitution of the "credit" and "passed" ratings, this second proposal would also incorporate the "no credit," "no grade reported," and "thesis incomplete" ratings.

The third proposal would retain the present grading system. It is included in the referendum so that professors who feel that the present system should be continued may so signify.

The faculty ballots will be distributed on Monday, May 12. The reason for the delay, according to Donaldson, is to allow students to indicate their preferences at the departmental convocations to be held the preceding Friday.

He went on to say that he urged all students to attend the convocations, so that members of the faculty would have a chance to sample student opinion on the proposals before they voted.

Donaldson said that he felt that student attendance at the convocations was "particularly important" for this reason, and urged students to attend and make their feelings on the new proposals known.

After the professors vote, the results of the balloting will be tabulated, and if no proposal receives a majority of the votes cast, a run-off will be held among the top two proposals.

ADDED SUMMER SESSION COURSES - CREDENTIAL FOR TEACHERS OF DEAF AND SEVERELY HARD OF HEARING

Persons with a bachelor's degree may qualify for a restrictive credential authorizing service as a teacher of deaf and severely hard of hearing with 30 semester hours of course work in the specialization, plus one year of successful full time teaching of such students in the public schools. Beginning this summer Sacramento State College will provide within the next two years in summer and extension classes, the courses required for the credential to be issued on the basis of postponement of requirements.

SIX WEEK SESSION (June 23-August 1, 1969)

Ed. 196A, Speech Development for the Deaf & Severely Hard of Hearing (3)
Course Code 9190, 7:30-8:45 daily, Staff, Temp. T-1
Initiation and development of speech at pre-school and elementary levels for the deaf and severely hard of hearing-breath, voice, articulation, intonation, and phrasing. Management of residual hearing: amplification systems, procedures of auditory training.

Ed. 196B, Language Development for the Deaf and Severely Hard of Hearing (3)
Course Code 9191, 9:00-10:15 daily, Staff, Temp. T-1
Initiation and development of connected language for deaf and severely hard of hearing children at pre-school and elementary levels through speech reading.

POST SESSION (August 4-15, 1969)

Ed. 369, Subject Matter for Deaf and Severely Hard of Hearing (2)
Course Code 9810, 9:00-12:00 daily, Staff, Temp. T-1
Reading readiness and reading for deaf and severely hard of hearing children at the pre-school and elementary levels, science, arithmetic and social studies.

Registration

Advance registration by June 20, 1969, including payment of fees, is required. Use this form or phone (916) 454-6101 to request that registration materials be mailed. Reservations made as completed registration cards and fees are received at the College.

Enrollment Application
Mail to: Summer Session, 220 Adm. Bldg.
Sacramento State College
6000 J Street
Sacramento, CA 95819
Please send me registration materials for the credential courses checked.
Name _____
Address _____
City/State _____ Zip____

Check course
____ Ed. 196A(9190)-$67.50 each course,
____ Ed. 196B(9191) plus $6 other fees,
____ Ed. 369(9810)-$47 for tuition & other fees.
Please send check with completed registration cards. All courses subject to class size adequate to meet summer session self-support requirements.

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HOURS:

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June 23, 24 8 a.m. to 7:30 p.m.
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Remainder of Summer 8 a.m. to 4:30 p.m.

WE OFFER:

* Check Cashing Service--$15 maximum with Student Body Card and Driver's License. Checks may also be cashed for $30 over the amount of purchase.
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